

# 2016 Annual Report to the School Community

School Name: Osbornes Flat Primary School

School Number: 1463



Name of School Principal: Ruth Dohrmann

Name of School Council President: Lincoln Ablett

Date of Endorsement: April 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.gov.au](http://www.vit.vic.gov.au))

This school meets prescribed minimum standards for registration regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption under the 'Student enrolment numbers' and/or 'Curriculum for schools - language program' minimum standards until December 2016.

This school is compliant with the Child Safe Standards per Ministerial Order 870 - Child Safe Standards, Managing Child Abuse in Schools.



## About Our School

### School Context

Our school is located six kilometres from Yackandandah and thirty kilometres south-east of Wodonga. At Census in 2016 we had 71 students. In 2016 school had 5.2 full time teaching staff, 0.2 Integration support staff and 0.8 clerical support staff. We have the services of an art specialist from the Mobile Art and Craft Van one and a half days a fortnight and a day per fortnight with the Mobile Area Resource Centre and its librarian.

The school aims to provide optimal learning opportunities for every student across all curriculum areas, as outlined in the Australian National Curriculum (AUSVELS) and the Victorian Curriculum. In 2016 our school was organized into four classes: P/1, 1/2, 3/4 and 5/6. We offered specialist Music, and Italian LOTE classes weekly. Our visits from the MARC and MACC vans to added to our range of specialists.

We participated in a range of district sporting events, including those organized by our own rural schools' network. Early intervention programs were provided as required. In 2016 we had 2 Year 1 students do Reading Recovery and 3 Year 2 students did Reading Intervention Programs. Students are provided with access to learning technologies with the school having a current computer to student ratio better than 1:3 In 2016 we purchased 7 laptop computers to add to our i-pads for students to use. The school has interactive whiteboards in all classes. In 2016 the school produced a musical which was performed by the students for our community. We also took part in the Resilience Project with other local schools and the Kinder. This arose out of our involvement in the Health Together Program in conjunction with Beechworth Health. The school has low class sizes, which enables the provision of wide ranging practical learning experiences across all areas of the curriculum.

The school community works hard to maintain and develop the extensive school grounds. The memorial garden, numerous deciduous trees and vegetable garden provide a rich environment, supporting curriculum programs as well as fostering a safe learning place. The school has a well maintained playground area and a mud brick gazebo, which is used for Art and Music.

A major strength of our school is the commitment by the families to the school, through membership of School Council, assistance with classroom programs and helping with grounds maintenance. The school is a vital part of this community and maintaining this continues to be a strong focus for the school.

### Framework for Improving Student Outcomes (FISO)

In 2016 we focused on building teacher capacity in Writing. We implemented VCOP and The Big Write across the school. By the end of 2016 this program was operating in all classes and has been imbedded in our planning and assessment schedule. Through collecting and assessing writing samples teachers were able to see improvement in the students' writing through the course of the year. We visited Glen Waverley PS to view best practice in literacy education and were pleased to see them using many of the strategies we employ. We will make changes to Reading in 2017 arising from that visit. Another focus across the school was Feedback. The staff undertook training in giving and receiving feedback using the format of the Hume Region Classroom Teaching Techniques. They undertook exercises from the training in their classrooms and undertook to work on an area in their 2017 P7D plans. We also developed surveys for students to give us feedback on units of work to determine activities they enjoyed and activities they felt didn't work as well. We also surveyed them about topics for future Inquiry Units, some of which have been incorporated into planning for 2017. We also used the student self- evaluation elements of The Big Write to give students practice in self- assessment. Staff also spent much time in PLCs familiarizing themselves with the Victorian Curriculum, We compared outcomes to those in AUSVELS and updated our planners to ensure we would cover all areas. We conducted curriculum mapping to chart our progress and found that we were doing reasonably well. We also spent time investigating various well-being programs and decided upon The Play Is the Way Program (EQ)

### Achievement

Our AUSVELS Data was quite good in 2016 with the majority of students achieving at the expected level and some above the expected level. A very small percentage achieved below the expected level.

Our Year three NAPLAN results were quite good in all areas. Our Year 5 results were a bit weaker and of concern was that most students achieved moderate or low growth from year 3 to year 5. A few scored high growth, which was pleasing.

We look forward to review in 2017 where we may be able to pinpoint what needs to be changed or further developed in our practice to arrest this trend.

As well as academic achievement, our school achieved on the sporting scene too with many students getting beyond local rounds of competition to regional and in some cases state competitions in Swimming, Athletics and Cross Country.

This was very satisfying for a small school.

### Curriculum Framework implemented in 2016

- ☐ Victorian Early Years Learning and Development Framework
 ☐ AusVELS
 ☐ Victorian Curriculum
 ☒ A Combination of these

## Engagement

Our scores in the Attitude to School Survey in 2016 were all around the state average. Our students rated better in terms of motivation and connectedness than previously. School safety still scores lower than we would like but when we ask the students what makes them feel unsafe at school they tell us they don't feel unsafe.

Staff have planning days allotted to ensure that they are well prepared each term and valuable learning time is not lost. Staff also plan so that each learning area has a turn at being the focus for our units of inquiry so that we are offering a balanced program. Our attendance figures are on the lower side of average, which is pleasing. We had one Yr 5 student with a high absence rate and the class teacher and the Principal put a lot of work into helping the parent get the child to school.

## Wellbeing

Overall our children appear to feel connected and happy at school. Staff do their best to be available to students and parents to ensure that any playground or class issues are dealt with in a fair and timely manner. Student absences of more than two days are followed up by the Principal who contacts the parents to see that everything is ok or if support is required. Our Year 6 students yet again spread across several secondary school and we do our best to ensure that our students have access to transition activities. Our Prep induction program continues to offer lots of opportunity for children to be familiar with the school by the time they commence. Our inter school transitions continue to work well to ensure that all students are comfortable with the changes each year and familiar with their teacher and class mates prior to the start of the next school year.




For more detailed information regarding our school please visit our website at  
[enter web address here]

## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
Result for this school:  Median of all Victorian government primary year levels: 

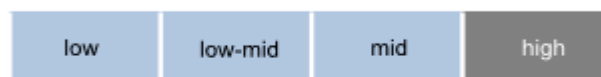
### School Profile

#### Enrolment Profile

A total of 71 students were enrolled at this school in 2016, 28 female and 43 male.  
There were 0% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.



#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.






#### School Staff Survey





Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.






















## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p><a href="#">Teacher judgment of student achievement</a></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Lower</p> <p> Lower</p>

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Lower</p> <p> Lower</p> <p> Lower</p>




## Performance Summary





Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school:  Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison																												
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p><b>Reading</b></p> <table><tr><td>33 %</td><td>67 %</td></tr><tr><td>Low</td><td>Medium</td></tr></table> <p><b>Numeracy</b></p> <table><tr><td>67 %</td><td>22 %</td><td>11 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table> <p><b>Writing</b></p> <table><tr><td>56 %</td><td>33 %</td><td>11 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table> <p><b>Spelling</b></p> <table><tr><td>11 %</td><td>44 %</td><td>44 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table> <p><b>Grammar and Punctuation</b></p> <table><tr><td>56 %</td><td>22 %</td><td>22 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table>	33 %	67 %	Low	Medium	67 %	22 %	11 %	Low	Medium	High	56 %	33 %	11 %	Low	Medium	High	11 %	44 %	44 %	Low	Medium	High	56 %	22 %	22 %	Low	Medium	High	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school:  Median of all Victorian government primary year levels: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<div><p>Results: 2016</p><p>Low absences &lt;-----&gt; high absences</p><p>Results: 2013 - 2016 (4-year average)</p><p>Low absences &lt;-----&gt; high absences</p><table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>91 %</td><td>96 %</td><td>96 %</td><td>93 %</td><td>94 %</td><td>91 %</td><td>91 %</td></tr></table></div>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	96 %	96 %	93 %	94 %	91 %	91 %	<div> Similar</div> <div> Similar</div>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	96 %	96 %	93 %	94 %	91 %	91 %										

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p>  <p>Results: 2013 - 2016 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p>  <p>Results: 2013 - 2016 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

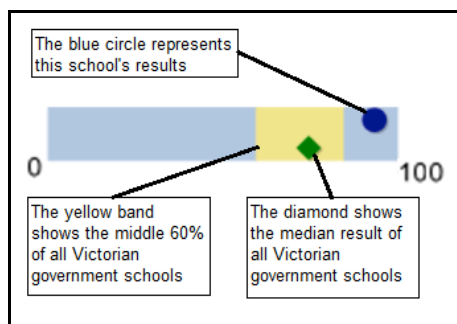
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

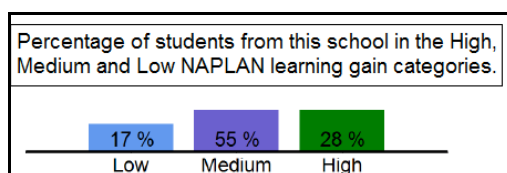
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

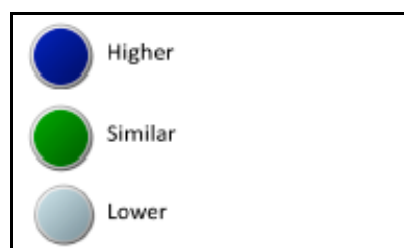
The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial performance and position commentary

Please refer to pg. 13 of the *2016 Annual Report Guidelines* for information on how to complete the 'Financial Performance and Position Commentary' section]

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue		Actual	Funds Available
Student Resource Package		\$570,440	High Yield
Government Provided DET Grants	\$74,182		Official Account
Revenue Other	\$719		Total Funds
Locally Raised Funds	\$61,043		
<b>Total Operating Revenue</b>		<b>\$706,383</b>	
Expenditure			Financial Outcome
Student Resource Package		\$551,743	Operating Income
Books & Publications	\$646		Revenue Return
Communication Costs	\$2,680		School Base
Consumables	\$10,974		Other recurring
Miscellaneous Expense	\$35,158		Capital - Budget
Professional Development	\$1,579		months
Property and Equipment Services	\$34,895		Total Financial
Salaries & Allowances	\$17,210		
Trading & Fundraising	\$22,595		
Utilities	\$5,876		
<b>Total Operating Expenditure</b>		<b>\$683,356</b>	
<b>Net Operating Surplus/-Deficit</b>		<b>\$23,028</b>	
<b>Asset Acquisitions</b>		<b>\$0</b>	

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process. Miscellaneous Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges. Salaries and Allowances refers to school-level payroll.

If funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

The school operates on a very tight budget, both for staffing and cash allocation. Expenditure in each sub program is, as much as possible, kept within the budget allocated to it. School Council, through the finance sub-committee, monitors finances closely, and discusses ways to keep expenditure of the cash budget in check without adversely affecting the delivery of a quality curriculum. Fundraising by parents makes a much needed addition to our funds, these funds provide extra items in many budget areas. The staffing component of the SRP produced a surplus of \$18,697 due to the Principal covering a class one day a week to enable a music program to operate. We spend a lot of time considering options to ensure we get the most for what we have. CRT continues to be a big cost for us. Due to our location CRT is also a big component of the Professional Learning budget.